
2H

Information

General Session

Update on California's Participation in the Network for Transforming Educator Preparation

Executive Summary: In 2015, California joined the Network for Transforming Educator Preparation (NTEP), an initiative launched by the Council for Chief State School Officers (CCSSO) intended to support states in their efforts to improve teacher and leader preparation. Staff will present an update on activities and accomplishments over the last year and plans for 2016-17.

Recommended Action: For information only

Presenters: Teri Clark, Director, Professional Services Division and Mary Vixie Sandy, Executive Director

Strategic Plan Goal

II. Program Quality and Accountability

- a) Develop and maintain rigorous, meaningful, and relevant standards that drive program quality and effectiveness for the preparation of the education workforce and are responsive to the needs of California's diverse student population.

September 2016

Update on California's Participation in the Network for Transforming Educator Preparation

Introduction

In the fall of 2015, California joined the Network for Transforming Educator Preparation (NTEP), an initiative launched by the Council for Chief State School Officers (CCSSO) intended to support states in their efforts to improve teacher and leader preparation. The Commission is partnering with the California Department of Education and the California State University Chancellor's Office in organizing this effort for California.

Background

In 2012, the CCSSO convened a Task Force on Transforming Educator Preparation and Entry into the Profession and subsequently issued a report entitled, *Our Responsibility, Our Promise*¹, with recommended action steps that states could take to improve the workforce upon entry into the education profession. The ten action steps, which are listed in Appendix A, fall within three state-specific policy areas including:

- 1) **Licensure:** *States will strengthen and change educator licensure standards and requirements to ensure teacher and principal candidates recommended for licensure demonstrate the knowledge and skills necessary to meet the high expectations for **all** students, and help teachers and principals continuously improve their practice throughout their careers.*
- 2) **Program Approval:** *States will raise the bar on the approval process for all educator preparation providers to ensure they deliver high-quality, rigorous training to potential educators, as demonstrated by performance assessments that show that candidates can apply what they've learned in actual school settings and with the range of learners they will likely encounter.*
- 3) **Analyzing and Reporting Information to Improve Preparation Programs:** *States will formalize and refine the process for collecting, analyzing, and reporting educator pre-service and in-service performance data to ensure this information is used as tools to improve the way we prepare our educator workforce.*

The goals of CCSSO align well with the work that the Commission has been doing related to updating standards for the preparation and credentialing of teachers and leaders, overhauling accreditation, and developing dashboards to increase public access and improve transparency in this area. Joining NTEP provides California an opportunity to engage with the following states as they pursue similar changes in their systems: Connecticut, Delaware, Georgia, Kentucky,

¹ http://www.ccsso.org/Documents/2012/Our%20Responsibility%20Our%20Promise_2012.pdf

Louisiana, Massachusetts, Missouri, New Hampshire, Oklahoma, South Carolina, Tennessee, Utah, Washington.

In September 2015, the Commission discussed areas of priority for the work with NTEP and recommended, in addition to goals and milestones related to the reforms underway in the state, that the California team use participation in NTEP as an opportunity to collaborate with the larger stakeholder community about how the state might develop a comprehensive approach to recruiting, preparing and licensing a robust and highly qualified teaching and leading workforce that targets and aligns with demand (<http://www.ctc.ca.gov/commission/agendas/2015-10/2015-10-1H.pdf>).

A Steering Committee was formed in the fall of 2015 and participated in three national meetings, sponsored by CCSSO, with other NTEP states during 2015-16. Steering Committee membership has been somewhat fluid, involving the following individuals over the last year:

- Mary Vixie Sandy, Team Lead, Commission on Teacher Credentialing
- Teri Clark, Commission on Teacher Credentialing
- Barbara Murchison, California Department of Education (2015 through early 2016)
- Carrie Roberts, California Department of Education (through June 2016)
- Michelle Zumot, California Department of Education (2016-17)
- Joe Aguerrebere, California State University Chancellor's Office (2015-16)
- Marquita Grenot-Scheyer, California State University Chancellor's Office (2016-17)
- Tine Sloan, University of California
- Shane Martin, Association of Independent California Colleges and Universities
- Theresa Montano, California Teachers Association (2015-16)
- Danette Brown, California Teachers Association (June 2016)
- Ryan Ruelas, California Teachers Association (2016-17)
- Chris Adams, Association of California School Administrators (2015-16)
- Barry Groves, Association of California School Administrators (2016-17)

The table on the next several pages identifies the specific goals and milestones identified by the Steering Committee and the progress made to date in each area.

Next Steps

The Steering Committee will continue to meet with the NTEP community during 2016-17 to inform our ongoing efforts to strengthen educator preparation and licensure and engage stakeholders strategically to address the teacher shortage and better match supply and demand in this field.

California Goals for Collaboration with NTEP	Progress to Date
LICENSURE	
<ol style="list-style-type: none"> 1. Revise and adopt new standards for preparation and induction of new teachers and leaders that define necessary preparation; hold all approved programs to these standards; work with the preparation community to implement new standards; redesign training for those who serve in mentor, leader, coaching roles. 2. Consider needed changes in the credential structure for special education teachers and restructure as indicated. 3. Develop a research agenda that focuses on the impact of different kinds and amounts of preparation, coaching, mentoring and support during teacher and leader development. 4. Identify and ensure specific educator supports that IHEs and P-12 schools will provide that vary depending on where an educator is in his/her development. 	<ol style="list-style-type: none"> 1. New standards and performance expectations for teacher and leader preparation and induction have been adopted by the Commission, with extensive input and participation from the education community. The Commission has also adopted a new Accreditation Framework and its Committee on Accreditation has adopted a new Accreditation Handbook that frame the policies and procedures for holding programs accountable to these standards. A comprehensive plan for technical assistance will be implemented in 2016-17 to support transition to these new policies and standards. 2. A study session on the Education Specialist Credential was held in June 2016 and an Advisory Panel is being formed to develop recommendations for updating this credential. 3. A proposal to establish a multi-campus research center has been submitted to the UC Office of the President. The CA-NTEP Steering Committee will broaden the focus of and participation in the research agenda during the 2016-17 year. 4. The Commission has circulated correspondence to the field with specific information about the kinds of support expected for educators as they are preparing for and entering practice.
PROGRAM APPROVAL	
<ol style="list-style-type: none"> 1. Educator Preparation Programs will submit plans for transition to new standards by March 2017 and are expected to be operating updated programs in 2017-18. 2. Finalize all survey instruments for program graduates, employers and field experience supervisors and implement them in the field. Establish a technical advisory group strategize ways to maximize response rates, analyze results and use results to inform the accreditation process. 	<ol style="list-style-type: none"> 1. The Commission will spend 2016-17 providing intensive technical assistance to educator preparation programs as they transition to new standards. 2. Surveys for program graduates in general education, special education and education administration programs, and surveys for employers, have been implemented. A survey for field experience supervisors has also been developed and implemented.

California Goals for Collaboration with NTEP	Progress to Date
<ol style="list-style-type: none"> 3. Revise the CalTPA system and develop a new Administrator Performance Assessment according to new assessment design standards. <ol style="list-style-type: none"> A. Establish a passing standard that indicates candidates have met a learner-ready/school-ready standard and require that candidates meet that standard in order to earn a license. B. Establish a technical advisory group to review performance assessment data and determine how these data will be used in the accreditation process. 4. Develop a reporting system that provides programs, institutions, and the state accreditation system with rich data that enables programs to engage in continuous improvement, and enables the state accreditation system to identify program strengths and weaknesses and needed interventions. 	<ol style="list-style-type: none"> 3. Design Teams have been appointed and are in the process of developing a revised California Teaching Performance Assessment and a new Administrator Performance Assessment. Pilot testing is scheduled for the spring of 2017 and a full field test of both systems is scheduled in 2017-18, with expected operational dates of 2018-19. Passing standards for both assessments will be set in June of 2018. 4. A new data dashboard system has been created and now includes program and institutional profile and quality data. The program quality dashboards will be fully developed during 2016-17.
DATA COLLECTION ANALYSIS AND REPORTING	
<ol style="list-style-type: none"> 1. Create a data warehouse and dashboard system that provides appropriate information about the education workforce, including the nature, scope and quality of preparation available statewide. 2. Improve data collection about how many teachers are licensed each year, how many are employed, where they are employed, and how many are still employed annually. 3. Establish a steering committee/technical advisory committee to develop a data analysis protocol and determine how that data should be interpreted and displayed to the public. 	<ol style="list-style-type: none"> 1. The data warehouse and dashboard system is up and running, and will be fully developed by the end of 2016-17. 2. The Commission's data dashboard on supply and demand provides substantial information about the numbers of teachers credentialed and needed in each credential area and in each region of the state. CTC and CDE continue to seek ways to refine data collection and sharing to shed light on supply and demand. 3. CTC staff has a small technical advisory group working on dashboards; expansion anticipated in the next few months.

California Goals for Collaboration with NTEP	Progress to Date
COMMUNICATION AND STAKEHOLDER ENGAGEMENT	
<ol style="list-style-type: none"> 1. Convene a high level summit with policy leaders, higher education system heads and stakeholder organizations to become mutually informed about the changes underway in K-12 and higher education that are designed to positively impact teaching and learning, and to launch a statewide strategy to address shortages in the supply of teachers and leaders for the schools. 2. Convene a statewide Council of Deans and Superintendents to develop a communication and collaboration strategy across the eleven regions of the state focused on matching supply and demand and improving communication around definitions of effective preparation and learner-ready teaching and leading. 3. Develop a strategic communications plan targeting TK-12 and Higher Education leaders regarding the importance of collaboration in the development and support of the incoming teaching and leading workforce as well as the revised requirements for educator preparation. Launch a campaign to promote teaching as a career that encourages and demands innovation and creativity, coupled with a mission of social justice. 	<ol style="list-style-type: none"> 1. Convening of Deans of Education with State Policy Leaders in October 2015; high level summit held in January 2016, sponsored by PACE, featuring Learning Policy Institute Report on Teacher Supply and Demand. Legislature established several initiatives focused on addressing teacher shortages. New grant programs being launched to strengthen pipeline, recruit and classified staff moving into teaching, develop undergraduate teacher preparation programs, and establish a Center for Teaching Careers to stimulate statewide recruitment efforts in high demand areas. 2. Meetings with Deans of Education and with ACSA and other stakeholders over the course of the year; webinar with Georgia to discuss their approach to establishing a regional council of deans and superintendents; learning that this structure exists locally in many places. This topic is on the agenda for a meeting of the Deans of Education and a small group of Superintendents in October 2016. Not clear that this idea is responsive to California's needs. 3. The Commission and the CDE Foundation joined forces to organize a Teacher Shortage Coalition, consisting of all education stakeholders. Meetings in March and July 2016 focused on new efforts to launch a public communications initiative designed to raise awareness about teaching as a highly valued career. This effort dovetails with the state's plan to invest in a new Center for Teaching Careers. Funding for TEACH.org to develop PSAs and for the CSU system to develop internal cross-campus recruitment strategies have been highlighted. Other organizational efforts are also being explored.

Appendix A

CCSSO Recommendations for Transforming Educator Preparation

Licensure

- 1) States will revise and enforce their licensure standards for teachers and principals to support the teaching of more demanding content aligned to college- and career readiness and critical thinking skills to a diverse range of students.
- 2) States will work together to influence the development of innovative licensure performance assessments that are aligned to the revised licensure standards and include multiple measures of educators' ability to perform, including the potential to impact student achievement and growth.
- 3) States will create multi-tiered licensure systems aligned to a coherent developmental continuum that reflects new performance expectations for educators and their implementation in the learning environment and to assessments that are linked to evidence of student achievement and growth.
- 4) States will reform current state licensure systems so they are more efficient, have true reciprocity across states, and so that their credentialing structures support effective teaching and leading toward student college- and career-readiness.

Program Approval

- 5) States will hold preparation programs accountable by exercising the state's authority to determine which programs should operate and recommend candidates for licensure in the state, including establishing a clear and fair performance rating system to guide continuous improvement. States will act to close programs that continually receive the lowest rating and will provide incentives for programs whose ratings indicate exemplary performance.
- 6) States will adopt and implement rigorous program approval standards to assure that educator preparation programs recruit candidates based on supply and demand data, have highly selective admissions and exit criteria including mastery of content, provide high quality clinical practice throughout a candidate's preparation that includes experiences with the responsibilities of a school year from beginning to end, and that produce quality candidates capable of positively impacting student achievement.
- 7) States will require alignment of preparation content standards to PK-12 student standards for all licensure areas.
- 8) States will provide feedback, data, support, and resources to preparation programs to assist them with continuous improvement and to act on any program approval or national accreditation recommendations.

Analyzing and Reporting Information to Improve Preparation Programs

- 9) States will develop and support state-level governance structures to guide confidential and secure data collection, analysis, and reporting of PK-20 data and how it informs educator preparation programs, hiring practices, and professional learning. Using stakeholder input, states will address and take appropriate action, individually and collectively, on the need for unique educator identifiers, links to non-traditional preparation providers, and the sharing of candidate data among organizations and across states.
- 10) States will use data collection, analysis, and reporting of multiple measures for continuous improvement and accountability of preparation programs.